

# Puppy at the Door

PM Level 18

Turquoise

**Text Type** Narrative

**Running Words** 433



## Preparing for Guided Reading

### Orientation to the text

- Discuss choosing pets that are appropriate for different home environments, e.g. pets more suitable for people living in an apartment, on a farm, in a city.

### Prior knowledge

- This is a story about a lost puppy who is cared for by the family that found him until his grateful owner comes to collect him. The theme encourages children to talk, read and think about the responsibilities of pet owners.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*disappear, disappeared, number, poor, shivering*

#### Content Words

*collar, phone, rushed, scratching, warm, yesterday*

### Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes and suffixes to assist in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.

### Focusing on the story – guided reading

- Read the title together. Discuss the cover and title page illustrations. Recall Grace and Amy as characters from *Ducks on the Run!* (PM level 17).
- Establish why students in the story cannot have a pet. Discuss actions that can be taken if you find a lost pet. Revise sounds made by the onsets: *scr*, *sh* and *sc*.
- Notice that the puppy is looking much better. Search the text for what was done to care for him. Discuss information that can be recorded on a dog's collar.
- Observe the obvious affection between Pal and Mrs Hope.
- Discuss why Pal ran away. Talk about the responsibilities of owning a pet and keeping it safe. Discuss what Mrs Hope did to stop Pal from running away again.

- Discuss the effort and persistence needed when training a puppy. Talk about the commands that would probably be practised first. Discuss what Grace meant when she said, *This is nearly as good as having our own puppy*.
- Use **PM Library Alphabet** books to reinforce: soft *c* – city, *ph* – phone, *sc* – scared, *scr* – scratched.
- Revise various ways plurals can be made: *puppy*, *puppies*; *parent*, *parents*; *child*, *children*.
- Look at endings: *er* – better, *shiver*, *ever*, *ar* – collar.
- Revise the role of adjectives in adding meaning to the nouns in the text, e.g. *busy road*, *front door*, *warm milk*.

### Comprehension

- Why was it not safe for Grace and Amy to own a pet? (*Literal*)
- Why was the dog wearing a collar? (*Inferential*)
- What is Puppy School, and what was Pal doing there? (*Inferential*)

### Follow-up activities

- Invite students to prepare a class talk about pets they find interesting. Model how to record key information on small prompt cards. Suggest they first practise their talk with a partner.
- On a chart, list the names of familiar pets. Ask students to write explanations about home environments most appropriate for them.
- Show students how to find fiction and non-fiction books about dogs in the school library. Discuss the different ways, in general, that fiction and non-fiction books are organised and stored on library shelves.
- Talk about why it is important for dogs to be trained properly. Write the five basic commands on a chart: sit, heel, come, stay and drop. Use these words on posters to advertise a dog obedience school.
- Write a newspaper advertisement for a lost pet.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics and affixes to decode the text.
- We are learning to integrate our knowledge of reading skills and strategies to derive meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, and affixes to assist me in decoding the text.
- I can use my knowledge of various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up